

FACETS

Quarterly Newsletter
Issue Oct 2008 – Dec 2008
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A publication of DAS

DAS CEO speaks

**Find out what's
happening at the DAS**

**Read about our
students' achievements**

**Walk through our
students' gallery**

Helping Dyslexic People Achieve



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Editor's Note

I'm proud to bring back a new form of FACETS to you. FACETS will continue as a quarterly issue from now on. The new FACETS aims to share with you the on-goings and initiatives of the DAS and the achievements and strengths of our students. You will find a section specially allocated to present some of the works and thoughts of our students. We showcase the works of our students in their true form, i.e. we have not corrected their spelling or grammatical errors. The intent is to provide our students a platform where their thoughts are commended and recognised, while their errors are not highlighted. We have included a few new sections in the new FACETS to bring a new face to it. There are also contests with prizes to be won. In every issue, we will try to add new stories for your interests. We are eager to receive your feedback on the new FACETS. Send in your feedback to facets@das.org.sg.

Sakuntala G K

My Journey in the DAS

Our CEO, Mr Robin Moseley speaks to us.

The Dyslexia Association of Singapore (DAS) was initiated in 1989 by the Rotary Club of Raffles City as a community service project to raise awareness of dyslexia in Singapore. Four years later in 1993, the DAS started to operate as a learning centre when it hired its first teacher, Ms Dawn Brockett. It is hard to believe that DAS has come so far, from having just one employee to nearly 100 employees in just 15 years!

I was persuaded to join the DAS as a member of the Executive Committee because I am dyslexic and suffered because of this in school. I'm glad to say that I have enjoyed more success in adult life than I ever did at school and I was very pleased to become the Executive Director of the DAS in 2002. My aim is to enable dyslexic children to learn happily and effectively at school and my vision is that the DAS is recognised both here and internationally as a world-class organisation and as a leader in specialist education.



I think the biggest change since our start has been the level of our involvement with the various communities in Singapore. We have remained primarily a teaching organisation with 55 Educational Therapists teaching more than 1,000 students at our learning centres. But we have developed other services, such as training, in order to fulfil the aims of our organisation.

The DAS has also evolved over the years from being simply a charity organisation to a professional one dedicated to providing the essential services that are necessary to enable a dyslexic to achieve. Yet, we still maintain our charitable work by providing bursaries and subsidies for children who come from the needy families. As a psychologist, I am especially pleased that we have been able to develop our Assessment Service from an initial team of four graduate psychologists. Our Assessment Service has developed over the years and I'm proud to say that it is well respected by fellow professionals. I'm also delighted that our graduate psychologists have been able to go on to further studies in educational and clinical psychology, despite the intense competition for places on suitable courses.

My greatest challenge is continuing to develop and upgrade our services in order to better serve the needs of our clients whilst keeping a careful eye on our expenditure. However, we have only just started. Many dyslexic people are unrecognised and undiagnosed and are struggling every day, unable to fulfil their potential ability. We have much work ahead of us to ensure all dyslexic people receive our help to become successful citizens in an increasingly demanding world.

I'm delighted to announce at this point that the DAS has been elected as a Global Partner of the International Dyslexia Association (IDA). This recognition will encourage us to continue to work towards achieving our aims and fulfil our mission of helping dyslexic people achieve in Singapore.

SNOs help students in school

The DAS has to date trained 3 batches of Special Needs Officers(SNOs), a total of 78 SNOs for MOE schools. We are proud to be the official contracted training provider for SNOs. The SNOs are part of MOE's national plan to help children with learning difficulties in mainstream schools. SNOs not only go into classes to help dyslexic children understand the lessons better, but also one-on-one help to these children where



necessary. They are trained to screen children with dyslexia and also develop an Individualised Education Plan(IEP) appropriate for these kids. Parents should have regular discussions with the SNO in their child's school to understand the progress of their child.

President of Academy of Orton-Gillingham visits DAS

Angela Wilkins, President and Jean Foss, Vice-President of the Academy of Orton-Gillingham(OG) Practitioners and Educators visited the DAS in April 2008 in support of the activities we have been doing in this region. Both Wilkins and Foss conducted workshops to more than 200 participants, focusing on topics such as the OG approach, comprehension skills and on non-verbal learning difficulties. They also observed some of the our classes in session and commended on the efforts we, in the DAS have put in to help the dyslexics in Singapore. It was indeed a memorable week for the DAS!



DAS introduces the Numeracy Programme

Fret no more! DAS is now introducing a numeracy programme for children who have difficulty in maths. Parents who have been sending their children to the DAS for the literacy programme can now sign up their child for the numeracy programme as well. This programme will be launched in October 2008. This introductory programme will only be made available to the DAS students in Primary 1 & 2 levels. Students in Primary 3 who have very low knowledge of numeracy will be considered for the programme on a case by case basis. The DAS has already received many requests from parents to place their child on this long-awaited programme. This is indeed a 'boon' for parents.

DAS trains teachers in Hong Kong

Following a visit by the Hong Kong Tung Wah Group in early 2007, DAS was contracted to conduct training on the Orton Gillingham(OG) approach to some of their Hong Kong teachers. Feedback from participants of the course was very positive, describing the OG Course as a comprehensive course that enabled teachers to teach effectively. Once again, the Tung Wah group engaged DAS to conduct yet another round of training of the OG approach for yet another group of 25 teachers in Hong Kong in July 2008. 5 DAS trainers were flown to Hong Kong to conduct this course. The DAS is grateful it was able to link ties with Hong Kong and support the remediation of dyslexics there. The DAS looks at similar future programmes as opportunities for us to help dyslexics and establish our mark in the region.



How Good is your Verbal IQ?

As part of our on-going efforts to improve the DAS literacy programme, our Curriculum Implementation Team has designed an oracy component to be executed as part of the syllabus. Children's learning can be hampered because of poor oral processes. The new syllabus will include increased oral communication exercises during lessons to bridge the gap of a child who's capable but is learning impaired. These exercises will be executed diagnostically as required by each student.

Have you seen this ad?

We are proud to have launched an advertising campaign to raise awareness of dyslexia in Singapore for the 1st time. This was made possible by a generous sponsorship of S\$50,000 by Credit Suisse Singapore exclusively for this campaign. Photography for the advertisements were done complimentary by Hanchew Studios Pte Ltd. These poster ads were placed in magazines, at bus-stop shelters, hospitals, clinics and libraries, and as ZOcards.



More Parents Attend Awareness Talks

In 2008, more parents have attended the awareness talks organised by the DAS. Parents these days are more aware of the various conditions their child may have and are seeking help proactively. The DAS is very happy to see the change in parents' attitudes these days. Goodie bags were given to all participants who registered and attended our awareness talks. Contents of goodie bags were sponsored by Hasbro, Barrington Stoke, Nestle and the Central Singapore CDC.



Our Sponsors



A Day at the Zoo

The Kovan Youth Executive Committee(YEC) organised a day trip to the zoo for our students. 20 volunteers from the Kovan YEC joined 40 DAS students and 6 DAS staffs at the zoo on 14 June 2008. Here's a recount of the visit by one of our teachers Ms Albel Aishah,, who joined the trip.

The Kovan YEC greeted us at the zoo car park. Each student was given a goodie bag comprising of stationery, snacks and drink. Then, we began on our zoo adventure.

We walked past the animal enclosures, seeing monkeys, polar bears, rhinoceros, lions, the cheetah, raccoon and the mandril.

Then came the most important event – **the elephant show**. The elephants put up an amusing performance carrying heavy logs and pushing them in and out of the water.

It was indeed outstanding to watch 4 elephants with their trainers entertaining us with their stunts. The elephants also sprayed water on the spectators, thus bringing out the



screams, oohs and aahs from the thrilled on-lookers. It was indeed an educational and spectacular performance.

(Cont' next page)

Soon it was time for lunch. The YEC volunteers brought lunch for us – a free Happy Meal sponsored by McDonalds. *A very big thank you to McDonalds.* The students, YEC volunteers and staff members thoroughly enjoyed ourselves. All the students and DAS members sincerely thank the Youth Executive Committee of the Kovan CC for this free trip to the zoo. Three cheers for them. Hip! Hip! Hooray!



A Camping we will go

During the June Holidays, Parent-Teacher Group (PTG) organized a 2-day camp at Pulau Ubin. 18 students from the DAS and 20 volunteers joined this camp.

On reaching Pulau Ubin, we hiked to the campsite, built our own tents, weathered a sudden thunderstorm, and had to sleep in soggy tents. The children played games such as a beach relay in the muddy terrain. A delicious pasta and barbeque dinner were served for dinner. After dinner we went on a walk in the dark and listened in amazement to the noises of the jungle.



On Day 2, we awoke bright and early and hiked back to the main town. There, we rented bicycles to go cycling to Chek Jawa. We saw fiddler crabs in the mangrove swamp and large schools of beautiful fish in their natural habitat.

As the students sat on the jetty on their way back, they wrote their reflections and thank you cards to their group leaders. It was clear they had formed bonds and friendships and had benefited from the experience. It was

a fun and eventful learning journey for all and we hope to have the opportunity to experience such a camp again next year!

by Denise Wong

TIPS TIPS TIPS

Read to your child, or with your child, every day (for 20-40 minutes, preferably).

Short periods of practice are far more effective than one long period of practice.

Encourage your child to read all kinds of things: labels; signs; books; magazines; game rules; assembly instructions; recipes; brochures; etc.

Raffles City Rotary Club raises funds through Charity Dinner

The Raffles City Rotary club once again raised funds for the Dyslexia Association. This time, via a charity dinner which was organised in conjunction with their Presidential Installation Ceremony held on Sat, 2 Aug 2008 at the Meritus Mandarin. His Excellency, President S R Nathan was the Guest of Honour at this event attended by more than 300 guests. Guest performer was Usha Uthup, a veteran performer invited all the way from Calcutta to serenade the night away with her deep, bass-infused voice. Not only were



the guests captivated, she had kids moving to her groove as well! The RCRC Charity Dinner was a resounding success! A total of SGD200,000 was raised.

Kwan Im Hood Cho Temple Support for DAS IEP

The Kwan Im Hood Cho Temple has made a donation of SGD50,000 to the DAS in support of the Individualized Educational Plan (IEP). The IEP is designed to meet the unique educational needs of a child and is tailored by the evaluation process of DAS psychologists and educational therapists. Not only will the child benefit from the one-to-one remediation, the plan also helps the mainstream teachers better understand the student's learning difficulties and how these difficulties affect the child's learning process so that they can support the child more effectively. We thank the Kwan Im Hood Cho Temple for its understanding of our unique programmes and kind donation.

Mont Blanc-Unicef Project

Montblanc in co-operation with UNICEF since 2004, has continued its international campaign to support the importance of literacy among disadvantaged children. In 2007, His Excellency, President S R Nathan was one of the 149 personalities from politics, culture, business, sport and showbusiness, invited to participate in supporting Unicef aid projects in Latin America, Africa and Asia. In support of this worthy cause, His Excellency, President S R Nathan had his signature engraved on 149 sets of the Meisterstück 149 Unicef 2007 editions to be put up for sale. For every sold pen,



Montblanc International donated US\$149. The Dyslexia Association of Singapore thanks Montblanc and UNICEF the total sum SGD23,929 raised and donated!

Lee Foundation Funding for DAS New Learning Centres

In view of our new Learning Centre and new office location for DCS at Jurong Point, the Lee Foundation generously rendered a funding of SGD450,000.

We are indeed thankful for the unfaltering support from Lee Foundation so far for the developments of our new centres. It had certainly been a strong force of motivation to bring our services closer to the public in the heartlands.

Thinking Aloud on Inclusion

Ms Cherry Lin, a Trainer and Educational Therapist shares her reflections on inclusive education.



After four years of teaching children with learning

difficulties and being involved in the training of Special Needs Officers, I thought I understood the meaning of inclusion.

Well, I mean, it can't be too difficult isn't it? We talk about empathizing with learner's needs, accepting learning and personal differences, creating an inclusive environment for all... As teachers, we preach about it, we talk about it, we try to act on it.

But is this all that inclusion is about?



During a recent attachment at a neighbourhood school, I was approached by a mainstream teacher to give my opinion on what should be the best placement for a child with an IQ of 78 who has been diagnosed with a Growth Developmental Disorder (GDD). The child had been failing and was not coping well in school academically. My first thought: Send the child to a special school. Since the child cannot benefit fully

curriculum, perhaps it is better for her to be taught in a *special* school where she can *maximize* her potential.

I do not assume I am qualified enough to make a professional judgement. I am not the educational psychologist, the class teacher, or even the child's parent. I have not even taught a child with GDD in my life.

What appalled me was my response to the idea of having someone *different* in the class. It seemed like a matter-of-fact statement – if the child has low IQ, he/she should better be sent to special school. It caught me by surprise that I was so quick at making judgements about a child's academic future based on a mere statistic. Instead of embracing this special child with all her differences, I had chosen (in my mind) to deny her of the chance to study in a mainstream school.



(Cont' next page)

Reflections

Well, because she is *different* from the rest?

It is not difficult to empathize with the mainstream teacher. In a class of at least thirty students, having a special child in the class can be one too many; not to mention a weak class with at least five other students with other Forms of learning difficulties. What could be more disheartening is that the child may, at the end of the day, still not make it through the exams despite extra hours of remedial lessons and curriculum. time spent adapting the curriculum.

What then should we do? If excluding the special child from the mainstream system is the easier way out, why do we want to bother about inclusion? What does inclusion mean? Our Prime Minister Lee Hsien Loong, said this in his inauguration speech in 2004: *"The government that will be open and inclusive in its approach towards all Singaporeans, young and old, disabled and able-bodied."* A month later, he called for greater efforts to integrate people with disabilities into mainstream society, beginning with the integration of students with disabilities (*and learning difficulties*) into mainstream schools. In the same year, the Ministry of Education (MOE) announced several initiatives to support children with special educational needs in mainstream schools, beginning with the deployment of Special Needs Officers to support children with mild to moderate dyslexia and autistic spectrum disorder in mainstream schools. All these efforts are aimed at creating a more inclusive society.

Inclusion is a powerful concept. It means more than sharing a space or fitting into the

mainstream environment. It is about learning from one another's diverse learning differences. The journey to learn about inclusion is a highly personal one. It's about learning, relearning, and allowing ourselves to be changed from within – from an awareness and honest

examination of our own position and the society's position in relation to the experience of disability and learning difficulties.



At its foundation, I think inclusion is a belief, an attitude. It is the belief that people with special needs should be given the opportunity to integrate with the mainstream population. It is an attitude that helps to connect the head, heart and the hands to create a more supportive and inclusive environment. It is the connection between a human *being* and *doing*, the connection between *passion* and *action*. Unknowingly, I had gone through the metamorphosis stage of questioning my own fundamental beliefs on inclusion. I had realized that that there would not be inclusion without becoming an inclusive person myself. It is a journey – one that I'm continuously learning and relearning.

You do not need to go to the school to notice what is happening. Making the effort to include others could start right where you are, be it in your classroom, in the office, in your own community.

After all, it is up to us to make Singapore a more inclusive society.

Sure Win!

SherWin

Adeline Chan, DAS Educational Therapist at the Ang Mo Kio Learning Centre speaks to her ex-student Sherwin Sim on his achievements so far.

The tall, confident and bubbly 17-year-old young man seated in front of me is a far cry from the quiet, shy and awkward secondary school boy that I taught a few years ago.

Sherwin Sim was a young quiet teenager who kept very much to himself and hardly uttered a word. I had a tough time getting him to open his mouth back then and now he jokingly claims that he cannot keep his mouth shut.

I asked Sherwin to recall his time at DAS and how he has benefited from our programme. He said that the strategies he had acquired still help him academically, especially when he has to learn new words and retain information these days. He felt that he could remember things better and faster as well. He shared that his English grades are much better than his peers at school due to his knowledge of phonograms, which he gamely attributes to years of endless card drills.

Back in Secondary One, Sherwin hated his class at school so much that he wanted to drop out of school. A victim of endless bullying, his confidence deteriorated and his grades suffered. It was a dark period for him as he felt alone.

I asked him what got him to turn around. He was quick to attribute it to friendship. He found a few like-minded peers and that, he

said, helped retain his sanity. His friendships grew, and with much support and encouragement, he persevered in his school life despite the tough circumstances and soon began to top his class. Sherwin's confidence started to soar at the same time. With his newfound friendships and rising confidence,

he continued to meet his challenges with tenacity each year and told himself to stay focused in his priorities and goals.

Sherwin finished his secondary school years with very good grades, topping his class in English for his 'N' Levels. He moved on to ITE to pursue a course on InfoComm Tech. He is now in his second and final year. Today, he

still tops his class in his studies and is the Class Chairman as well. He hopes to continue his studies at the polytechnic next year.

Recently, Sherwin and his team mates represented Singapore in the Java Jive Regional Challenge 2008 (ST: Digital Life, July 22). It was a competition whereby teams had compete with other teams in the region and emerged runner-up. As our conversation came to a close, I asked Sherwin what advice he would like to impart to the students at DAS. He said, "Be confident in yourself. If you want to do something, just go for it. Don't hold yourself back." Well said, Sherwin. All the best to you, as you continue to live out your dreams.



THREE CHEERS !!! Xian Pin!

Cheah Xian Pin was a student at the DAS Ang Mo Kio Learning Centre. Today, Xian Pin is in ACS(I) doing his International Baccalaureate.

Madam Neo, mother of student Cheah Xian Pin, from the DAS Ang Mo Kio Learning Centre sent a letter to the DAS to inform about the good results her son received at his GCE 'O' level examination (see insert). She also gave the DAS staff at the Ang Mo Kio Learning Centre a pleasant surprise by turning up with a pack of gifts – pretty bath sponges – for all students at the centre as a show of appreciation to DAS.



Madam Neo wanted to share her son's achievement at the GCE O' Levels as Xian Pin, who was a graduate from our DAS programme, had attained fantastic results; beyond his parents' wildest dream when he scored 6AIs and an A2 in English for the GCE 'O' level examination.

Xian Pin had definitely come a long way. When he was in Primary One, he had difficulties learning his ABCs and spelling. He also had low self-esteem and felt he was not a clever boy. It was only when he did an assessment test at DAS that he discovered he is dyslexic and hence began classes here to help him overcome his learning difficulties.

Xian Pin told us that he owed his achievement to DAS. Without the training at DAS, he would not have been able to overcome his learning disability and improve his self-esteem. When he graduated from DAS after his PSLE, Xian Pin continued to apply the literacy skills and strategies at his secondary school. The good reading habit he picked up had also helped enhance his vocabulary.

Xian Pin's advice to all dyslexic students is to revise daily what they had learnt from their lessons and have a positive attitude towards learning. With effort and the determination to excel, there is definitely 'hope and light at the end of the tunnel'. Three Cheers to Xian Pin!

DID YOU KNOW?

The DAS teaches more than 1000 students from over 250 MOE schools at its 4 learning centres today.

The DAS provides up to 100% subsidies for assessment fees and tuition fees for more than 25% of its students.

Up to 10% of a population may be dyslexic ranging from mild to severe dyslexia.



Thoughts on the Sea, Fishes and Fishing...

The sea is full of fish. It is the home of the biggest fish and the smallest fish. Sea plants also live in the sea. They come in red, blue and other colours.

Sharks like to eat small fish, which come in red, blue, green, orange and other colours. Killer whales look like fish, but they aren't. They are black and white in colour.

I love fishing. I go fishing once a year. When I go fishing, I bring a bucket. Once I catch a fish, I put it in the bucket. Sometimes I think of blue fish, because I love blue. I like to think of blue fishes swimming in groups of five.

By Benjamin Lim (ex-DAS student)



Funny Rhymes



Apples are for plucking
Dogs are for patting
Phones are for calling
Feet are for stepping
Reading's for fun.



Beds are for sleeping
TV is for watching
Legs are for running
Cars are for speeding
Reading's for fun

By Jermaine Eng Rui Lin

My Favourite Teacher at DAS

Miss Anaberta

- she is very funny
- She is very kind.
- she comfort peoples introuble.
- She help us in need
- She finds ways to make lessons fun and not boring
- She encourages us to do our class work and not to play a fool
- she does not stress us up.

by Chan Kit Yee

My DAS teacher is Mdm Aishah
she encourages me to do harder
and teaches me to write better in
My compositions and helps me
to spell words.

By Ashley

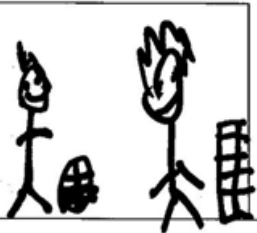
A DAY IN MY LIFE



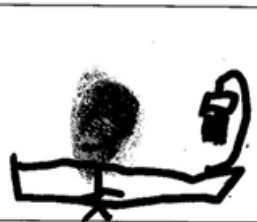
I wake up in the morning



I brush my teeth



I will go on play football



I have a bath



dinner



I am sleep

by Mitchell Ang

POETRY FOR MY MUM

My mother is fun



On Sunday she says Yeah!

The mum that I have is fair

Her Hugs are great

every day she gives me faith

Really fantastic

by Edward Liaw

Which Child Am I?

We gave the below picture to some of our students. We asked them to pick a child from the picture whom they feel represents themselves and write a short snippet on why they chose that child. *Brought to you in their own words.*

I climb up the tree by the ladder. Then I rest. Afterwards, I will climb some more.
- Tan Chu Hui

I am the boy who is high up in the tree because I never will stop climbing until I reach the top of the tree.
- Ranen Pang

This is me, I like to climb high places cause I like to take the challenge of facing heights. I intend to climb higher. This is only my start.
- Matthew Law

I am this boy because I like to help others. I also like to go first and then show the others.
- Lee Wen Jie

I am this girl who likes to climb trees. It is fun to climb. First I will climb up a low branch. Then from there I will try to go all the way up. It's okay if I do not reach the very top.
- Jocelyn Chan

I love to sleep
- Lee Peng Han

I would like to be the girl climbing up the ladder with my two brothers that help me because I can't climb the tree like the other child.
- Sharmaine

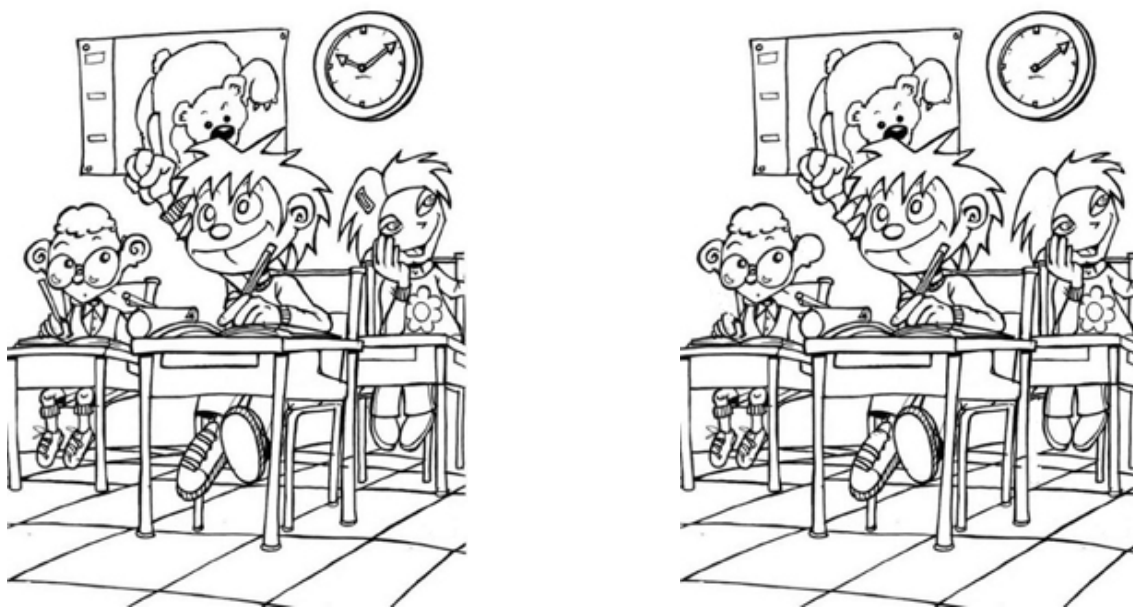
I like to face difficulties from the start and go through it to the end.
- Alex

I would choose that person as I would want to help people climb up the tree by using something even if I do not know how to climb the tree.
- Ng Yuzhi

I am this child because I am afraid of heights; so I always fall down.
- Hazim

Spot the Differences

See how observant you are by finding **the 8 differences** between the two images.



Results will be published in the next issue.

ART CONTESTS

**DRAW ON ONE OF THE FOLLOWING THEMES.
STAND TO WIN GREAT PRIZES!**

Theme 1 : In the Garden

Theme 2 : Outer Space

Enter category A (for age 7 – 10) or category B (for age 11 – 14)

Prizes:

Category A: 5 sets of Playdoh

Category B: 5 sets of 'I'm Kaka' Voice recorder

5 Notebooks will be given out to each category as consolation prizes.

Contests Rules:

- This contest is open ONLY to students from DAS.
- Only one entry per student will be accepted.
- Multiple submissions will be automatically disqualified.
- **Submission Deadline: 15 November 2008.**
- Submission can be made at the DAS Learning Centres.
- Entrants agree by act of registration to
 - a) permit their name to be published on this newsletter if they are chosen as the winner.
 - b) allow DAS to own all submissions, unless written requests are made within 1 month from submission deadline.
- The decision of the DAS is final.
- Names of Winners will be published in the next issue of the FACETS.
- Prizes can be collected from the respective DAS Learning Centre that the student attends.
- For enquiries, please speak to our staff at the DAS learning centres.

The main goal of the DAS Training Services is to help improve the lives of children with dyslexia. We aim to achieve this through passing on our specialist knowledge to educators, professionals and parents who work and interact with children with dyslexia. The skills we impart through our workshops can be applied effectively on children with or without dyslexia.

FOR PARENTS & EDUCATORS

CERTIFICATE IN HELPING LEARNERS WHO HAVE DIFFICULTIES IN MATH – 21 to 24 OCTOBER

Conducted by renowned international trainer, Dr. Steve Chinn from the UK, this course offers strategies and methods to apply while helping dyslexic children who have difficulties in Math. Participants will be offered the Certificate of Educational Studies from the College of Teachers (UK) upon course completion.

CERTIFICATE IN PRE-SCHOOL SUPPORT COURSE – 17 to 19 NOVEMBER

Early intervention must start early at the pre-school level. Studies have shown that early identification and intervention can affectively reduce the risk of dyslexia of being a mature educational disadvantage. Learn how to support your pre-schooler through this course.

DEALING WITH MATH ANXIETY : A Seminar by Dr. Steve Chinn, UK – 29 OCTOBER

Do you know why some children panic, worry, have blank-outs when they have to do mathematics? Is it lack of confidence? Or math anxiety? Pre-judging a question as too hard and then not attempting it, is a characteristic of dyslexics and other learners to avoid failure. Attend this Seminar to find out more about math anxiety from Dr. Steve Chinn.

DAS ORTON – GILLINGHAM COURSE – 24 NOVEMBER to 5 DECEMBER

Get trained in the OG approach to help your child learn effectively. It caters to a student's strengths while seeking to improve his or her weaknesses. Course contents include a supervised practicum, using OG principles, in a one-on-one teaching environment.

	COURSE/WORKSHOP TITLE	DATE
OCT 08	Coping with Mathematics	11 Oct
	Foundation Course in Dyslexia Studies	18 Oct – 15 Nov
	Certificate in Helping Learners who Have Difficulties in Math	21 Oct – 24 Oct
	Enhancing Skills, Tapping Potential: A Seminar by Sarah Crowther, USA	29 Oct
	Dealing with Math Anxiety : A Seminar by Dr. Steve Chinn, UK	29 Oct
NOV 08	Certificate in Pre-School Support Course	17 Nov – 19 Nov
	Orton-Gillingham Course	24 Nov – 5 Dec
FEB 09	Foundation Course in Dyslexia Studies	4 Feb – 4 Mar
	Understanding Phonics Instruction (Part 1 & 2)	7 Feb & 14 Feb
	Developing Your Child's Vocabulary	28 Feb

To find out more about DAS Training Services, please
contact the Training Department at 6444 5700 or e-mail training@das.org.sg

EXCLUSIVELY FOR PARENTS OF DAS STUDENTS

Raise A Reader in your child



How can you make reading an enjoyable experience for your child despite the difficulties he/she faces?

This workshop is tailored specially for parents of young children attending DAS classes. Cultivate the love for reading in your child through activities and play in this interactive workshop. Librarians from the National Library Board will provide tips on how to select suitable books for your child and strengthen the parent-child bond through reading. Organised by the DAS together with the National Library Board.

Date: 1 November 2008 (Sat)

Time: 10am – 12 noon

Venue: Bishan Library

Admission : **FREE** (Register now! Seats are limited)

To register, please email us at info@das.org.sg or call us at Tel: 6444 5700



Help More Dyslexic Children Achieve

Make a donation today! You can do so by an optional regular donation of \$5, \$10 or more through a monthly Giro donation. With your wholehearted support and contribution, we will be able to reach out to many more unidentified dyslexic students and provide subsidies to those from needy families.

Complete the form below and fax it to us at 6444 7900 or email us info@das.org.sg and we will send you the Giro Donation Form.

Name : _____

Address: _____ S(_____)

Tel: Home: _____ HP: _____ Email: _____

Do you have a child studying at DAS? ☐ No ☐ Yes (if you tick 'Yes', pl complete detail below)

Name of Child: _____ Centre: AMK / BDK / BJ8 / QTN

We Thank You

DAS Opens 2 new Learning Centres in Oct 2008!

We are coming nearer to you.

The Dyslexia Association of Singapore is opening 2 more Learning Centres in Singapore at Woodlands and Tampines.

DAS Woodlands Learning Centre

Blk 165 Woodlands St 13

#01-567

Singapore 730165

DAS Tampines Learning Centre

Blk 424 Tampines St 41

#01-188

Singapore 520424

To provide more accessibility and convenience to students, the DAS has painstakingly looked for venues which are of close proximity to the MRT stations and are within the heartlands. Both these centres will function in the void decks of HDB blocks. This will also enable the DAS to open the centres during the weekends when children have more time to attend enrichment classes.

This makes the total number of DAS learning centres to six. Existing students of the DAS can opt to move to the new centres. Check with our staffs at the current learning centres for more details or call us at Tel: 6444 5700.





You're Invited!

DAS Pre-school Open House

the pre-school supplementary
programme

Come to the DAS Pre-school Open House. See our classrooms and Speak to our Educational Therapists to find out how we can help your child overcome their difficulties before they join primary school.

Ours is a unique programme that helps children with literacy delay. Each child is assessed to understand his/her difficulties. Our Educational Therapist will then tailor a programme to the needs of the individual child.

DON'T MISS THIS OPPORTUNITY!

Date: 2 Nov 2008 (Sunday)
Time: 9am - 1pm
Venue : DAS Bishan Learning Centre
Bishan Junction 8,
9 Bishan Place, #06-03
Singapore 579837

Kids! Have fun, Come listen to our therapists tell stories.

Parents! Find out how we help children. Browse through our classes and materials.

*Pre-register now to receive an attractive
goodie bag at the Open House*

To pre-register, call us at Tel: 6250 0526 or email your Name, Child's age, and Time of visit to awareness@das.org.sg

Visit our website at www.das.org.sg